



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## BOOK REVIEWS.

*From Homer to Theocritus.* A Manual of Greek Literature. By EDWARD CAPPS, Professor of Greek in the University of Chicago. New York: Charles Scribner's Sons. Pp. vi + 476.

*A History of Ancient Greek Literature.* By HAROLD N. FOWLER, PH.D., Professor in the College for Women of Western Reserve University. New York: D. Appleton & Co., 1902. Pp. vii + 501.

THESE books, which are, it would seem, the first histories of Greek literature written by American authors, differ widely both from each other and from the recent work by Professor Gilbert Murray, of Glasgow.

Professor Capps confines his survey to the period of the classic writers, and the reader's attention is concentrated on the great figures in Greek literature. Professor Fowler not merely pursues his subject down to the sixth century of our era, but is careful to let no Greek writer in all those centuries escape his dragnet, except a few authors of scientific treatises and such lewd fellows of the baser sort. In fact, the index of names cited in this volume mounts up into the hundreds, and runs a very close race with that formidable list of authors which preludes the unabridged Liddell and Scott.

Again, a very conspicuous feature of the former volume, occupying quite one-third of its pages, is the quotation of selected renderings of famous or representative passages from the writers treated. There is comparatively little of this in the latter work, but where selections are given, they are equally well chosen. Both books are illustrated by several reproductions of well-known busts or statues of Greek writers, and both contain a very complete index and bibliography. So good are these and so accurately representative of the books themselves, that they reflect exactly the salient characteristics which distinguish the two volumes as they appear to the reviewer.

Many of the sections introductory to various departments of literature are admirably done, for instance in the case of "Choral Lyric Poetry" in Professor Fowler's book, and of "Attic Oratory" in Professor Capps's. But, in spite of their constant references to the subject, neither quite succeeds in clearly connecting the changing phases of Greek literature with the history of Greek life and thought and with the currents of political or social change. Here and there are most suggestive and illuminative remarks, but on the whole this aspect of the development of Greek literature is inadequately treated. Two illustrations may be given in justification of this criticism. In his introductory remarks on the development of the drama (a topic handled remarkably well so far as dramatic composition and representation are concerned), Professor Capps writes (p. 183): "In each age we find the type of poetical expression which most perfectly reflects the order of beliefs and sentiments of the people." But there follows not a word to show that the drama is a true expression or embodiment of the Athenian spirit in the fifth century B. C. Similarly Professor Fowler tells us (p. 260): "The reason for the change from the Old to the Middle and from the Middle to the New Comedy is the change in the taste of the Athenians," and is content to leave the matter there.

An even more serious defect is that both books fail to explain the secret of the enduring charm and power of Greek literature, or the nature of its appeal to the human spirit in such an age as the present. This is not uniformly the case, however; some writers are more adequately presented than others, and on the whole Professor Capps's book succeeds better in this respect than Professor Fowler's. Yet it is also in the former work that the omission is more serious, because the book from its very nature will appeal chiefly (as the preface states) "to the general reader who has not the time, even if he has the training and equipment, for comprehensive readings in the Greek texts, and to the average student whose attainments in Greek are not sufficient to furnish an adequate background for the most profitable study of the ordinary manuals." The book almost always makes interesting reading; the selections are as a rule admirable (perhaps less Bryant and more Lang or Palmer would improve the chapters on Homer); and the scholar is grateful for the gems of translation collected for him in such a chapter as that on the "Elegiac, Iambic, and Melic Poets." But unless, through the always unsatisfactory medium of translation, the general reader can catch for himself something of the spirit of the Greek writer, he will too often remain unenlightened as to the nature of that excellence in matter and manner which such a work should strive to interpret for him.

The introductory chapter in this book, on the general characteristics of Greek literature, is excellent so far as it goes, but unfortunately Professor Capps considers it "superfluous to dwell on the intrinsic excellence in form and thought of the Greek masterpieces," apparently thinking that, like writing and reading, such appreciation comes by nature. Some years ago the reviewer put on a certain examination paper for somewhat advanced classical students the following question: "As we read such lines as these: 'What little town by river or sea-shore, Or mountain-built with peaceful citadel, Is emptied of its folk, this pious morn?' or these on the nightingale's song: 'Perhaps the self-same song that found a path Through the sad heart of Ruth, when, sick for home, She stood in tears amid the alien corn;' we ask, What finished Greek scholar has ever so vividly recalled the manner of the Greeks?" (*Shairp*). What is your conception of "the manner of the Greeks" which Keats in these lines is said to have reproduced? To this question he actually received from one by no means incapable student an answer to the effect that the reference was to the piratical custom of the Greeks in earlier ages of swooping down upon some little town and carrying off its inhabitants into slavery in other lands. Ever since that time he has declined to take for granted, even among men who have read much Greek, a clear recognition and appreciation of the distinctive qualities of Greek literature.

And curiously (or rather naturally perhaps), it is more often the spiritual or ethical side than the artistic which receives inadequate notice in these two books. No one, for example, would easily gather from Professor Capps's scholarly account of the Greek dramatists any clear idea of the importance and interest attaching to their outlook upon life, to their attitude toward the ethical problems of their day, and to their interpretation of God's dealings with man. And much the same is true of the chapter on Plato. Again, on the artistic side, plot, composition, structure are more adequately treated than those more subtle qualities of style which are the man himself. (It may be noted, in passing, that both writers ignore the exceeding beauty of Aristophanes's lyrics.) This defect runs through both works, but one regrets it more in Professor Capps's book, which, with that addition, would have been so satisfactory and

admirable an interpretation of Greek literature for the two classes of readers mentioned above. As it is, such readers should study, along with Professor Capps's volume, Jebb's *Classical Greek Poetry*.

A few of the minor slips which have been noted in reading this book may be added: p. 16, first line, "consist" for "consists"; p. 111, "roof the earth" for "roof of the earth"; on p. 203, fourth line, we read "to suffer *guilt* for the *death* of his ancestors"; the sentence beginning at the foot of p. 215 is very awkwardly constructed; p. 289, eighteenth line, "it" for "is"; on p. 334 we have the ambiguous rendering "Alexander the Great would not have been great had not Xenophon been."

Professor Fowler's book is one of the "Twentieth-Century Text-Books," and is so entirely up-to-date as to include sections on such recently discovered works as the *Georgos* of Menander and the poems of Bacchylides. But for our grandchildren's sake, it is to be hoped that this book is not in every way typical of the text-books of the century. For it has most unmistakably the defects of its qualities. Covering as it does fourteen centuries, and dealing more or less fully with some four or five hundred writers, it could not fail to become a sort of dictionary of literature, arranged, not alphabetically, but chronologically and topically. Its chief use will be as a book of reference for college students, for it is full, accurate, and trustworthy, and there is much in it which could not easily be found elsewhere in convenient form, especially in the chapters on the Alexandrian and Roman periods. The author's preface says: "This book contains little or nothing which should not be familiar to every educated man and woman;" a test of education more suited to the ideals of a century ago than to those of today. In fact, the preface, in stating that the college student should be expected to use the whole book, and in indicating a few omissions which "may" be advisable for the immature pupils of the secondary schools, seems to have in view that deplorable and surely outworn method of substituting the learning by heart of a dry manual of literature for the first-hand acquaintance with literature itself. "A dry manual"—simply because such books necessarily make heavy reading, being intended to convey information, not inspiration; and Professor Fowler's book is no exception to the rule. Even the reviewer, in spite of a keen sense of duty and great interest in the subject, could not resist the temptation to "skip;" nor can he conceive of many chapters in it whetting the appetite of the reader for a more intimate acquaintance with Greek literature. But it is not the book itself so much as the preface which requires remodeling.

Except that the space given to various writers seems now and then somewhat disproportionate (*e. g.*, seven pages to Aristophanes, five to Theognis; and to Thucydides and Isocrates six each), and that the interest shown in the mere facts of biography takes too often the form of conjectures and suggestions about quite unimportant details, so that at times one becomes weary of reading "apparently," "probably," "may be," "seems to have been"—apart from such matters as these, there is little to criticise in the planning and execution of the work. The style is often bald and infelicitous, and uniformly pedestrian, but this latter quality is inevitable probably in such a work. Here and there the reviewer would demur to the estimate of a particular writer, but that is generally where there might well be a difference of taste. One somewhat remarkable judgment may, however, be quoted: on p. 400 we find Polybius described as "the greatest of Greek historians, with the possible exception of Thucydides." An unfriendly critic might be wicked enough to suggest that possibly a reason for this partiality for Polybius could be found in similarity of style and method; for

on p. 403 we read: "The style of Polybius is clear, but somewhat prolix; he cares little for literary elegance; his tone is always serious, because seriousness befits the dignity of his purpose. There are few traces of imagination and hardly a gleam of humor. Polybius narrates without dramatic power, and interrupts his narrative by disquisitions and discussions conducted without variety or imagination. He is far from being a literary artist, but as an historian he occupies a position of honor because of his industrious search for information." Such a critic would nevertheless fail to do justice to the real merits of the book; which, however, it may be repeated, ought by no means to be used as indicated in the preface, but kept as a manual for reference chiefly.

J. C. ROBERTSON.

VICTORIA COLLEGE,  
The University of Toronto.

---

*The Teaching of Physics in the Secondary School.* By EDWIN H. HALL, Being pp. 231-371 of *The Teaching of Chemistry and Physics in the Secondary School.* By ALEXANDER SMITH AND EDWIN H. HALL. New York: Longmans Green & Co., 1902.

ONE of the lamentable characteristics of the teaching profession is the fact that the work of few teachers is determined by conscious aims—that few have a definite educational purpose which shapes the nature and quality of their instruction. In fact, it almost seems as if the statement were warranted that most teachers are satisfied if they attain the immediate object of inducing their pupils to learn their daily lesson as presented in the text which has been given them to use. It does not require much thought, however, to make one perceive that a concrete and definite conception of the good to be gained from the instruction by the student is the very first essential of efficient teaching. Hence anything which will tend to turn the thoughts of teachers to a consideration of the question of conscious aim in teaching is very valuable.

Looking at the teaching profession from this point of view, the "American Teachers Series," of which the book under consideration is one volume, should prove of great service in elevating the quality of teaching in our secondary schools: for no one can read such a book without being compelled to consider what his excuse for teaching this or that subject really is; and such thought and discussion must lead to a clearing of one's own mental atmosphere and a consequent increased efficiency in the profession.

Hence Professor Hall's contribution to this side of the teacher's thought-life cannot but be welcomed as a step in the right direction, and all teachers of physics are urged to read it carefully, and to ponder diligently upon the propositions which are therein set forth.

The work is divided into thirteen chapters, as follows: (1) "Whether to be a Teacher of Physics;" (2) "Preparation for Teaching;" (3) "The Teacher as Student, Observer, and Writer;" (4) "Problems of Laboratory Practice;" (5) "School Text-Books of Physics;" (6) "Discovery, Verification, or Inquiry;" (7) "The Technique of Laboratory Management;" (8) "Lectures and Recitations;" (9) "Physics in Primary and Grammar Schools;" (10) "Physics in Various Kinds of Secondary Schools;" (11) "On the Presentation of Dynamics;" (12) "Plan and Equipment of a Laboratory;" (13) "Physics Teaching in Other Countries."